

INDIANA DEPARTMENT OF EDUCATION SUPPLEMENTAL EDUCATIONAL SERVICES

2007-2008 COMPLIANCE AND ON-SITE MONITORING REPORT

FOR:

Huntington Learning Centers

| DOCUMENT ANALYSIS | | OBSERVATION | | COMPLIANCE | |
|---|---------------------|--|------------------------------|---|--|
| Tutor Qualifications | <i>Satisfactory</i> | Lesson matches original description | <i>3 Meets Standards</i> | Criminal Background Checks | |
| Recruiting Materials | | Instruction is clear | <i>3 Meets Standards</i> | Health/safety laws & regulations | |
| Academic Program | | Time on task is appropriate | <i>3 Meets Standards</i> | Financial viability | |
| Progress Reporting | <i>Satisfactory</i> | Instructor is appropriately knowledgeable | <i>3 Meets Standards</i> | | |
| Assessment and Individual Program Design | <i>Satisfactory</i> | Student/instructor ratio: 2-1:1 | <i>3 Meets Standards</i> | | |

(As per the on-site monitoring rubric instructions, while monitoring/ observation of SES providers is completed annually, document and compliance analysis is completed every two years. Since Huntington Learning Center's document and compliance analysis was completed during the 2006-2007 school year, an observation and only a limited document analysis was completed for the 2007-2008 school year).

ACTION NEEDED: NONE

On-site Monitoring Visit Rubric DOCUMENT ANALYSIS Components

NAME OF PROVIDER: Huntington Learning Center
REVIEWER: S.T.

DATE DOCUMENTATION RECEIVED: March 27, 2008

Providers are required to submit documentation for each component during the site visit. If documentation is not available on-site, the director or head of the provider's organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion. **Failure to submit evidence could result in removal from the approved provider list.** Providers will be given an Unsatisfactory or Satisfactory for each component. Providers receiving an Unsatisfactory for any component may be required to address deficiencies within 7 calendar days of receiving their final report.

| COMPONENT | DOCUMENTATION NEEDED | DOCUMENTATION SUBMITTED (IDOE use only) | UNSATISFACTORY | SATISFACTORY | COMMENTS |
|--|--|--|----------------|--------------|---|
| Tutor qualifications | ALL of the following: -Documentation of professional development opportunities in which tutors have participated (i.e. sign-sheets, agendas, presentations, certificates of completion, etc.) | -Training materials -Sign in sheets -Agendas | | X | -Training materials are appropriate and include professional development topics such as the provider's curriculum, progress reporting, and student management; -Documentation verifying tutors attended professional development trainings was submitted. |
| Progress Reporting | ALL of the following: -Progress reports (see IDOE e-mail for details regarding the request for progress reports) -Timeline for sending progress reports -Documentation of reports sent | -Progress reports -Documentation of reports sent -SES Contracts and SES Agreements | | X | -According to reports from districts and also detailed logs documenting all communication with each parent, provider submits progress reports in accordance to the timeframe agreed to in SES Contracts; -Progress reports provide information regarding student goals, updates on progress toward goals, comments regarding the students' next goals, student strengths and areas in need of improvement. |
| Assessment and Individual Program Design | ALL of the following: -Explanation of the process provider uses to develop Individual learning plans for each student - Pre-assessment scores and Individual learning plan for at least one student in each subject provider tutors (any identifying information for the student(s) must be blanked out) -Explanation and evidence regarding how provider's pre and post-test assessment correlates to Indiana academic standards. | -Explanation of learning plan development process -Individual learning plans and Pre-assessment scores -Explanation and evidence of assessment's correlation to Indiana Academic Standards | | X | -Learning plan development process is appropriate. Learning plans include assessment results, student goals, and resources that will be used to assist students with achieving goals. -Description demonstrates assessment's connection to Indiana Academic Standards. |

On-site Monitoring Rubric OBSERVATION Components

NAME OF PROVIDER: Huntington Learning Center
SITE: Huntington Learning Center, 2458 S. Walnut St., Bloomington, IN
TUTOR'S INITIALS (ALL TUTORS OBSERVED): 3 tutors
NUMBER OF LESSONS OBSERVED: 3

DATE: March 18, 2008
REVIEWER: S.T. & C.E.
TIME OF OBSERVATION: 5:00 p.m.

During the site visit, IDOE personnel will visit several tutoring sessions to observe lessons being provided. IDOE reviewers will be looking to see that actual tutoring matches lesson plan descriptions that are provided in requested documents, as well as those that were provided in the original provider application; that tutors and students are spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content.

Each provider will receive a score of 1-4 points for each component. Providers receiving "1 or 2 points" on any component may be required to address deficiencies within 7 calendar days of receiving their final report. Failure to address deficiencies may result in removal from the state approved list.

| COMPONENT | 1 Below Standard | 2 Approaching Standard | 3 Meeting Standard | 4 Exceeding Standard | REVIEWER COMMENTS |
|---|------------------------|------------------------------|--------------------------|----------------------------|---|
| Lesson matches original description in provider application | | | X | | <ul style="list-style-type: none"> -Three groups of students were observed working with a tutor on building language arts skills. Students completed language arts lessons that ranged from practicing identifying and writing the alphabet to recognizing letters on flashcards (for Kindergarten and first grade students), to practicing reading and writing vocabulary from ISTEP+, to completing writing exercises; - Each student worked on their lessons independently (at desks separated by dividers) while the tutor assigned to the student(s) went from student to student providing instruction. The tutors providing instruction and review (if necessary) to each student also typically completed a practice activity with the student and then allowed the student to work independently when the tutor went to work with another student nearby. When students completed their work, the tutor reviewed their responses and provided any additional follow-up instruction that was necessary; -The observed lesson matches the description in the provider's original application. |
| Instruction is clear | | | X | | <ul style="list-style-type: none"> -Instruction was adequately clear in each of the observed groups. Most tutors clearly communicated to students what was to be learned by reviewing the main objectives before each lesson or discussed smaller objectives as students progressed through their lessons; -Tutors clarified instructions when it was evident students needed more direction and several tutors were observed adjusting instruction to the student's need level. |

| COMPONENT | 1 Below Standard | 2 Approaching Standard | 3 Meeting Standard | 4 Exceeding Standard | REVIEWER COMMENTS |
|---|------------------------|------------------------------|--------------------------|----------------------------|---|
| Time on task is appropriate | | | X | | <p>-Students were engaged in their lessons for the most part. Tutors were able to redirect any students who lost focus when their tutor was away from them working one-on-one with another student;</p> <p>-Tutoring room was conducive to learning and time on task as the learning environment was designed to allow each student to have their own work area which was securely divided from other students who may have been working with the same tutor or different tutors (thus reducing the potential from distraction from other students).</p> |
| Instructor is appropriately knowledgeable | | | X | | <p>-Tutors clearly had knowledge of the tutoring session routine that was to be followed as well as the materials to be covered in each lesson plan;</p> <p>-Tutors used positive feedback when students had made any progress (large or small) to encourage students who were having difficulty mastering a challenging concept;</p> <p>-Tutors often provided students with tips that they would be able to use during the session to complete their independent practice exercises or outside of the session at school. For example, one student struggled with remembering the letter placements when practicing handwriting. The tutor gave the student tips to remember when he/she writes certain letters which the student was able to use as a resource each time he/she needed to write the letter in question during the session but also at school.</p> |
| Student/instructor ratio: 2-1:1 | | | X | | <p>- Provider's application states that individual, small group or large group instruction would be provided. Observed ratio matches that reported in original provider application. Individual and small group instruction was observed.</p> |

